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ABSTRACT

The procedure documented is used for the systemwide planning of curriculum development in Montgomery County, Maryland, and consists of three parts: a planning and review process: an instructional design and development model: and a proposed calendar for cyclical review of programs. Specific position responsibilities, organizational charts, and task responsibility charts are included. The six stages of the planning and review process are outlined, beginning with examining approved purposes and ending with evaluating and recycling. The instructional design and development model shows the process and components used in implementing curricular change in compliance with local regulations. The components described are: curriculum, instruction, evaluation, reporting, and management. An example of an application of the process to the development of the ninth grade health curriculum is given. The proposed calendar for review of the programs lists sixteen programs, their divisions, and the fiscal year in which they will be reviewed. A copy of the forms used for transmitting the proposed curricula and the regulations covering curriculum development and approval are appended. (FG)

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MCPS CURRICULUM DEVELOPMENT PLANNING PROCESS



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MCPS CURRICULUM DEVELOPMENT PLANNING PROCESS

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MCPS CURRICULUM DEVELOPMENT PLANNING PROCESS

INTRODUCTION

This model which the Department of Instructional Planning and Development uses for systemwide planning of the development of curriculum consists of three parts:

Part I A planning and review process to determine curricular needs and develop action plans which is congruous with the Comprehensive Planning Process piloted during FY 80 (See chart on page 1.)

Part II A complete model for the development of curriculum

Part III Proposed Calendar for cyclical review

RELATIONSHIP TO THE MONTGOMERY COUNTY COMPREHENSIVE PLANNING PROCESS

The MCPS Comprehensive Planning Process being piloted in the FY 80 school year is intended to encompass major planning efforts in every school, area, and central office in the school system. A model for a curriculum development and planning process must conform to the Comprehensive Planning Process. This model conforms in two essential ways.

1. Its schedule of events dovetails wherever necessary with the schedule of the Comprehensive Planning Process.
2. The major events in the planning of curriculum development are counterparts of the events required for countywide systematic planning.

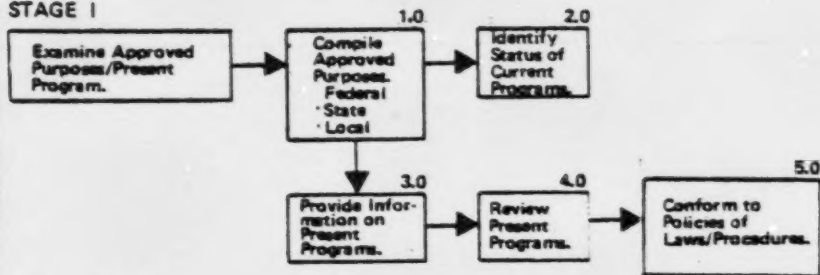
Although supportive, this model differs from the MCPS Comprehensive Planning process in its focus and specificity. In terms of focus, the Comprehensive Process outlines procedures for planning in all aspects of the school system operation. The DIPD Curriculum Development Planning Process focuses on the procedures involved in curriculum development. With regard to specificity, the Curriculum Development Planning Process contains a clear description of specific position responsibilities, organization charts, and task responsibility charts, whereas the MCPS Comprehensive Planning Process furnishes only a generalized approach.

PART I

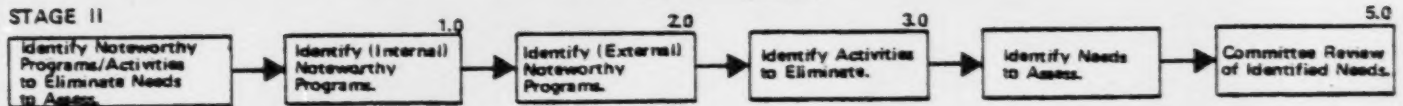
PLANNING AND REVIEW PROCESS

CURRICULUM DEVELOPMENT PLANNING MODEL

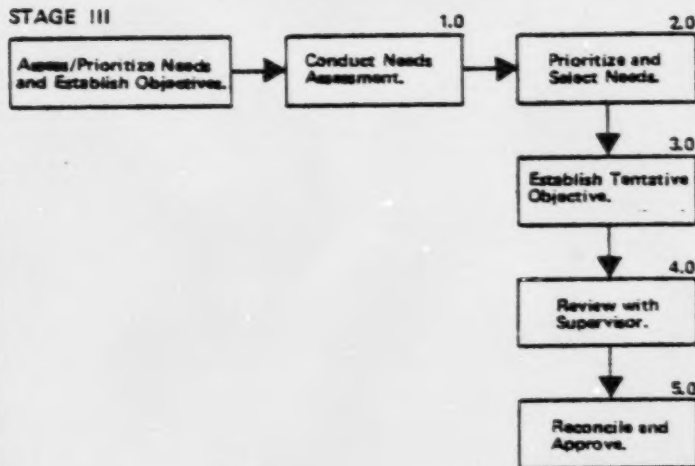
STAGE I



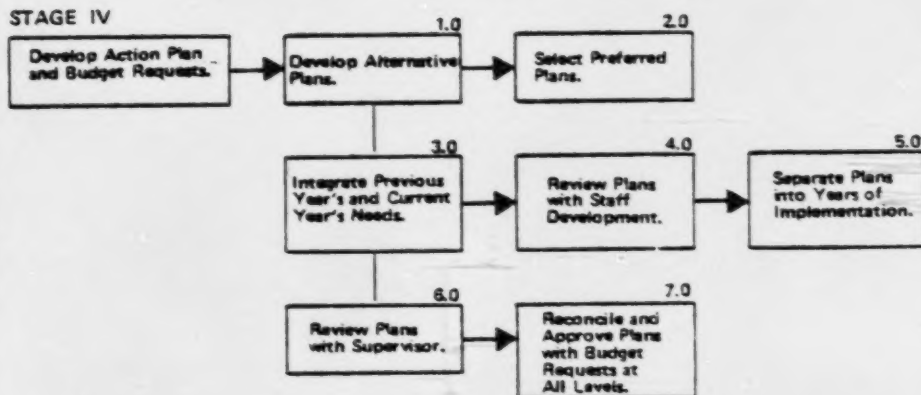
STAGE II



STAGE III



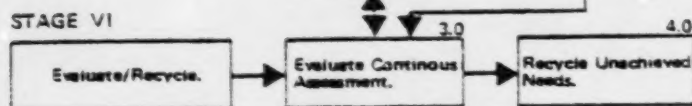
STAGE IV



STAGE V



STAGE VI



Stage I--Examine Approved Purposes/Present Program.

The directors and subject coordinators, through their positions as liaison personnel with teachers and administrators throughout the county and as presenters of curriculum to the Board of Education, continually review established curricular purposes and examine existing programs.

- A. Each Department of Instructional Planning and Development coordinator is responsible for a current compilation of approved purposes¹ bearing on the coordinator's responsibilities: federal and state laws and by-laws and MCPS goals, policies, and procedures. The coordinator is also knowledgeable about budget commitments and national, state, and local trends. A liaison person will be identified whose responsibility it will be to provide the following information to the appropriate coordinators in the Department of Instructional Planning and Development:
 1. New and/or changed federal, state, or county compliance requirements for meeting the needs of special populations which bear upon curriculum design and development components (curriculum, instruction, evaluation, reporting, and management)
 2. New and/or changed programs or provisions for continuum education services
- B. Each coordinator is similarly responsible for knowing the status of current MCPS programs as they relate to the approved purposes.
- C. When needed, the coordinator provides information for departmental statements of approved purposes and present programs.
- D. The director of the Department of Instructional Planning and Development maintains a cyclical review process for existing programs. The Comprehensive Planning Process ensures that periodic review of programs is made by the coordinators, with input from the schools and areas. Input from schools, areas, and central offices is maintained through a structure which includes meetings and school and area visits. Subject coordinators maintain a schedule of formal school visits. They also meet with groups of teachers by subject area in accordance with a countywide schedule. Twice-monthly meetings of the directors of the Office of Program Development with the area directors of educational services are among the many regularly scheduled meetings which link MCPS central and area offices with the schools. The Council on Instruction is established by MCPS regulation as the reviewing body for new curriculum before it is forwarded to the superintendent. These formal meetings are supplemented by continual informal meetings. Together they constitute a structure which provides, through regular work on existing programs, feedback on curricular purposes as well as information on needed changes in purposes, needs, procedures, and plans. Thus this information and feedback system is essential to each part of the curriculum development planning process. In addition, a five-year calendar (Part III) will be maintained for the in-depth review of all programs and courses in a subject area. The in-depth review will analyze the program on criteria of relevancy, effectiveness, and recency by examining current national trends, available instructional materials, and currently used standardized tests. Reviewers will include school and area staffs, consultants, and members of the community.

¹Approved Purposes as defined in Comprehensive Planning Process 1979-80 Guidebook: "The MCPS Goals of Education, Program of Studies, Board policies, state and federal guidelines, mission statements, other existing goals and objectives, etc., constitute the approved purposes ('What should be') of MCPS."

- E. The coordinators are also responsible for seeing that the approved purposes--and all other steps in planning and reviewing curriculum--conform to applicable federal, state, and local laws, bylaws, policies and procedures. Particularly important among the policies and procedures related to the development of curriculum are those having to do with due process and fairness such as provisions providing for meeting the needs of special populations, for community input, and the exclusion of any bias toward women and minorities.

Stage II--Identify Noteworthy Programs/Activities to Eliminate/Needs to Assess.

The subject coordinators serve as a bridge between theory and practice in identifying curricular needs in MCPS. They must be familiar with both the literature in their fields and the program in the schools. With this base, they play a central role in identifying noteworthy programs, activities eligible for change, reduction or elimination, and initial sets of needs to assess. These activities relate closely to their responsibilities for coordinating and evaluating curriculum.*

- A. As part of the continuing examination of current programs, each Department of Instructional Planning and Development coordinator should seek information about possible noteworthy programs in his or her area of responsibility as well as directly observing these programs. The information and feedback system already referred to plays an important part in this process. Coordinators should ensure that noteworthy programs are included in departmental statements of approved purposes and present programs.
- B. Information on approved purposes, present programs, and noteworthy programs is used by each coordinator in contributing to the identification of activities eligible for reduction or elimination.
- C. Each subject coordinator is responsible for developing an initial set of needs to be assessed. The schools and the areas through the area planning process also will be providing curriculum development needs to the central office. These school and area needs are provided to the coordinators who will incorporate the needs in the field with those initiated within the division. Interaction among the division directors and the department director will result in the final departmental statement of needs to be assessed on Form 345-52, NEEDS TO ASSESS.
- D. Coordinators will work with existing committees** or will form committees to assist in identifying curricular needs. One of the charges of this committee will be to ensure that multiculturalism is included in the curriculum when relevant. This committee will consist of teachers, parents/guardians, and interested community members who, if possible, will represent the five race/ethnic categories:

"White, Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander."²

The coordinator will work with the Human Relations department and the Quality Integrated Education department to form this committee.

*See MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials," particularly Steps IV.A.1.a), b), and c) (Appendix).

**For example, certain divisions have existing advisory groups composed of staff members whose task is to review course objectives. Other groups are Board-appointed and include committee representation.

²Federal Register, Volume 42, Number 141 (Friday, July 22, 1979) pages 370606 - 370607

Stage III---Assess/Prioritize Needs and Establish Objectives.

Following approval by the associate superintendent, Office of Program Development, the office of the department director and the four divisions (academic skills; aesthetic education; driver, health, physical education, and athletics; and career and vocational education) will assess and assign priorities to their needs. Final documentation of the reconciled and prioritized department needs, with objectives and standards, will be provided on Form 345-53, INDICATION OF NEED. These needs then will be reviewed by the associate superintendent and department director followed by a systemwide reconciliation and approval at all levels.

- A. The department director determines which needs among those tentatively identified are to be assessed and allocates responsibilities within the department for the assessment of each need.
- B. Priorities among the assessed needs and objectives for each need are similarly established through the department director's delegation of responsibilities among the coordinators, division directors, and the office of the department director.
- C. The department director works with the associate superintendent for program development in the systemwide reconciliation of priorities, needs, and objectives.

Stage IV--Develop Action Plans/Budget Requests

The subject coordinators will consider alternative ways of achieving the objectives. From the alternatives under consideration, the department director will discuss the alternatives with the division directors and select the preferred one. Upon the approval of the alternative selected to accommodate each need, the division staff will develop the related action plans and submit them on Form 345-55A, ACTION PLAN. When new curriculum development is prescribed in an action plan, the instructional design and development model described in Part II, Instructional Design and Development Model, will be followed. The department director then proceeds to reconcile the new plans with the current year's plans and ensuing year's budget requests. The department director then initiates the process for the department plans to be reconciled with systemwide plans, as well as with staff development.

- A. The department director assigns responsibility for the development of alternatives to fulfill each of the high priority needs emerging from the reconciliation process.
- B. The department director selects the preferred alternative in concert with the division directors.
- C. The development of an action plan to match the selected alternative to meet each need is allocated within the department in accordance with the pattern already established. Each coordinator is delegated responsibility to:
 1. Develop the necessary action plan(s)

2. Integrate the previous year's needs with the current needs within his or her missions
 3. Examine and revises previous plans based upon approved resources
 4. Separate plans into years of implementation and budget requirements
- D. This work is then reviewed and coordinated at the division level and then the department level.
- E. Department of Staff Development will review plans for possible staff training implication.
- F. The department director submits the final documentation to the associate superintendent for program development and supports the associate superintendent in the systemwide reconciliation.

Stage V--Implement Plans

The department director, through the division directors and coordinators, is responsible for the implementation of the approved action plans. The tasks, target dates, and lines of responsibility will be delineated after being coordinated with any involved school, area, and central office personnel. The schedule for development and initial use will be monitored, and progress on tasks will be assumed to be on schedule unless reported as exceptions.

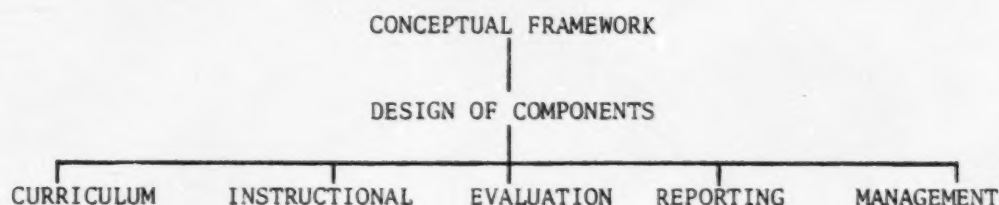
Stage IV--Evaluate/Recycle

On a regular basis, the progress on plans will be assessed. Part of this assessment is ongoing, done through the information and feedback system which plays such a large part in management and reporting as well as evaluation. Evaluation will be made against the standards which accompanied the original indication of need. If the objectives, standards, or times are modified or revised, the revisions or modifications will be provided in a periodic status report to the division director and to the department director. A final evaluation on each action plan will be provided to the appropriate individuals and groups (e.g., a project which extended beyond the office level would be an evaluation of a pilot program provided to the Council on Instruction).

PART II

INSTRUCTIONAL DESIGN AND DEVELOPMENT MODEL

If the action plan specifies that curriculum will be designed and developed, Step 22.0, Develop Curriculum Design and Time/Task Responsibility Plan, will be implemented, using the following process as a model:



CONCEPTUAL FRAMEWORK

The coordinator works with teachers, specialists, administrators, and continuum education staff on a conceptual framework for the design and development of the program. This framework is subjected to a rigorous review by community representatives and well-known consultants in the field.

RATIONALE

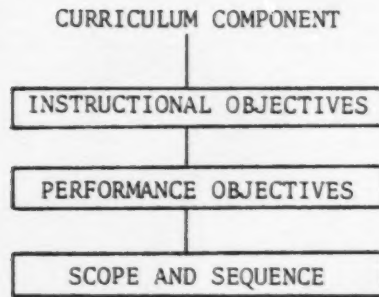
The rationale states the controlling principles as applicable from literature on the subject, from other related fields, and from opinions and practices within MCPS and education in general. These statements and assumptions determine the design and strongly influence the development of the components of the program. The products of the design--the curriculum, its placement and sequencing, methods and modes of assessment, instructional practices and strategies, and the information provided to decision-makers--develop from the rationale.

DESIGN

The design will encompass the five components shown above. Diagrams and descriptions of each component appear on the succeeding pages.

PROCESS

The process is reflected in the regulation which governs development, Regulation 345-1: "Development and Approval of Curriculum and Supporting Materials", and from Form 345-36: "Curriculum and Supporting Materials Development--Proposal Transmittal and Report of Pilot", both of which are appended. The processes outlined in the regulation and form reflect all five components of this framework. These in turn call for review of all new curriculum to come before the Council on Instruction--a broadly representative group which makes recommendations to the superintendent of schools.

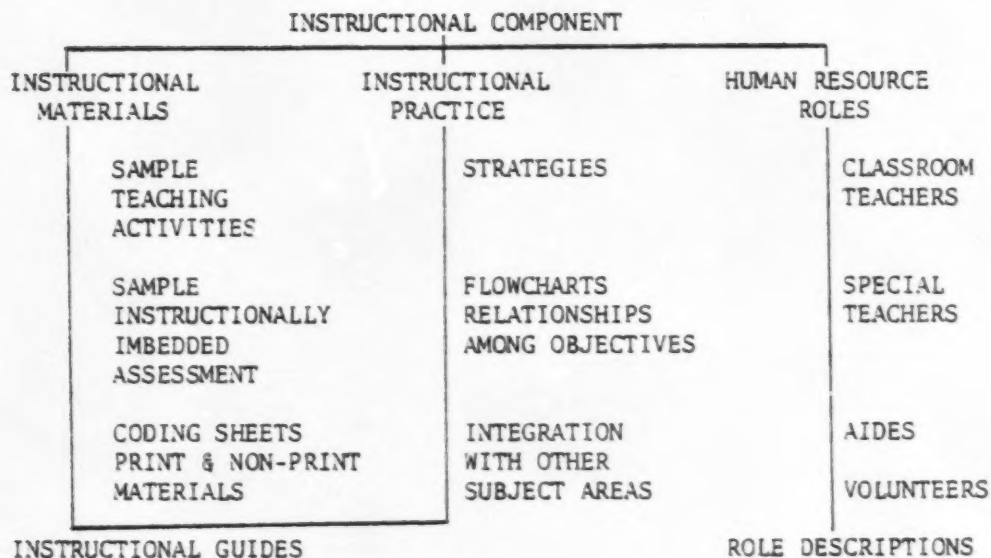


CURRICULUM COMPONENT

In this design, curriculum is used as defined in MCPS Regulation 345-1, Development and Approval of Curriculum and Supporting Materials (see appendix).

Curriculum--Prescribed elements of program and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each area. The MCPS curriculum is based on the Goals of Education adopted by the Board of Education.

The approved MCPS curriculum appears in the Program of Studies. The curriculum component will be included in the instructional guide and may be printed in the form of a scope and sequence chart.



INSTRUCTIONAL COMPONENT

An instructional component will be developed which will usually include the following:

Instructional Materials

- Sample lesson plans with objectives or sets of objectives
- Sample assessment items which may be used during instruction
- Coding sheets which list approved print and nonprint materials to be used in teaching the objectives as provided by the Department of Instructional Resources

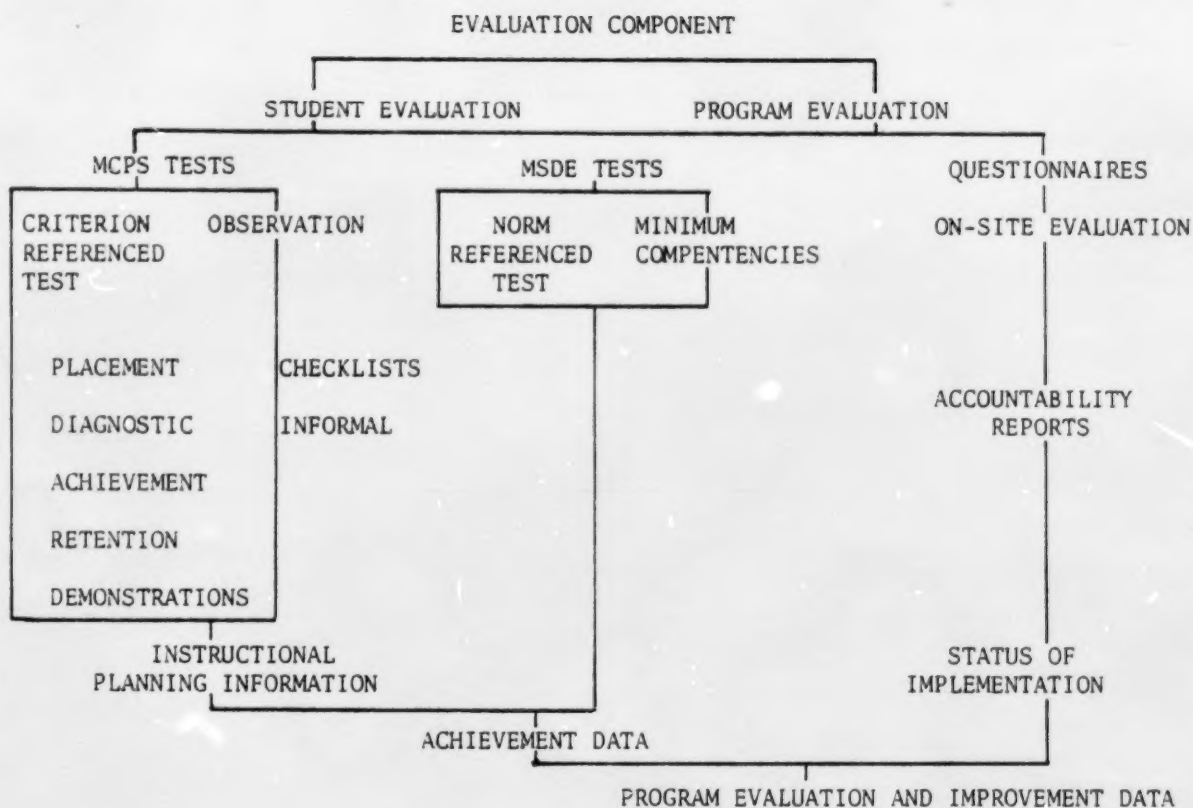
Instructional Practice

- Strategies which facilitate learning will be listed and described. These practices may be peculiar to the subject or general to all learning. One example of a strategy would be that of 'wait time.' Teachers should be encouraged to allow time for students to marshal their thoughts prior to attempting to answer questions.
- Flowcharts which define the relationships among objectives
- Descriptions of where and how other subject areas are related and can be integrated instructionally
- Role of technology and media

When instructional guides are developed, they will include the curriculum components with the instructional materials and practices, as recommended by staff development.

Human Resource Roles

- Roles will be defined for the people who will be teaching or assisting with the instruction.



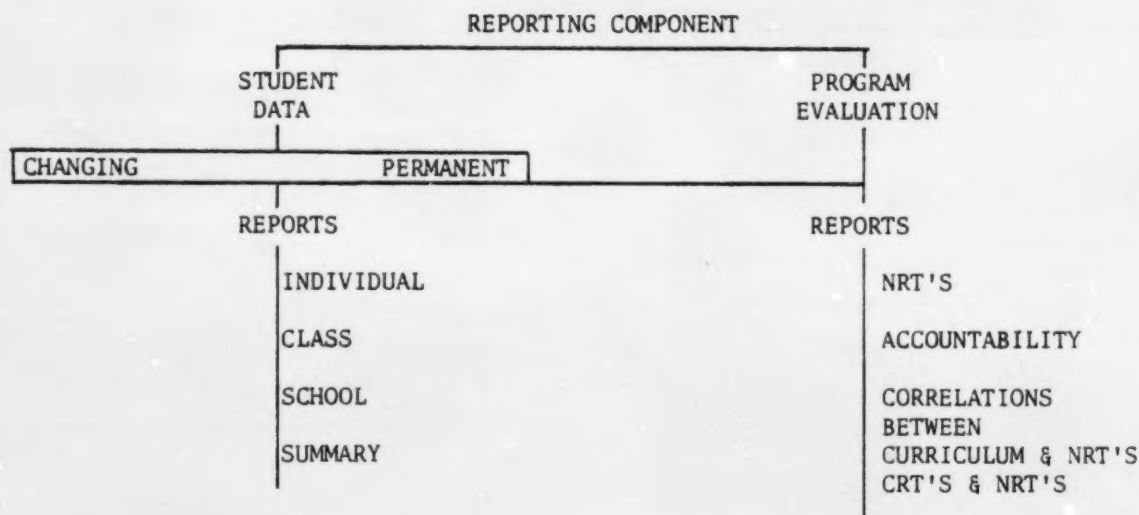
EVALUATION COMPONENT

The diagram above illustrates the tests which may be used and the other evaluative techniques as well as the relationships among them.

School staffs will use a variety of tests and observations to obtain information for instructional planning. Some administered tests will be criterion-referenced tests and will assess how students are progressing on MCPS and MSDE objectives.

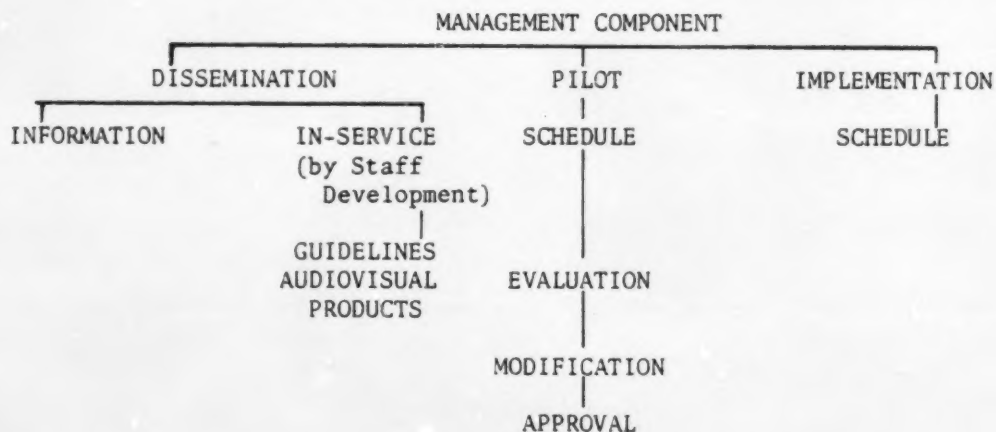
Achievement data will include the results from the MCPS tests used for instruction, from the Maryland State Basic Competencies Tests, and from the norm-referenced standardized tests, such as California Achievement Tests. This information will be shared with staff development for reaction.

Information for program evaluation and improvement should accrue from a variety of the above sources and from the results of other evaluations from questionnaires, on-site visits, and educational accountability reports.



REPORTING COMPONENT

Specifications will be developed for recordkeeping and reporting. Records may be kept at the classroom or school level or may be located centrally. The data maintained on student achievement may be changing, such as achievement on a set of single objectives which varies over a school year, or may be permanent, when progress over time on a variety of topics is maintained. If recordkeeping is done centrally, a variety of reports will be available for decision-makers, from classroom teachers to the superintendent and members of the Board of Education. Additional reports on the curriculum will result from standardized tests, from correlations between the student data on criterion-referenced and norm-referenced tests, and from evaluations prepared by nondepartment staff.



MANAGEMENT COMPONENT

An important feature of the design and development process is the program management function. Coordinators, working closely with the areas and schools and with continuum education and staff development support, provide guidelines for in-service training and audiovisual products to support it. Area personnel and coordinators jointly determine which schools are to pilot curriculum and participate in its evaluation. They also jointly determine the eventual implementation schedule for new curriculum.

AN EXAMPLE

APPLICATION OF CURRICULUM DEVELOPMENT PLANNING PROCESS

The development of the Ninth Grade Health Education Course currently underway serves as an example of the use of the planning process. The chart below illustrates this procedure.

Development of the Ninth Grade Health Curriculum

Stage I

Examine Approved Purposes/
Present Program.

The Board of Education passed a resolution mandating the development of the Ninth Grade Health Curriculum on May 3, 1979.

Stage II

Identify Noteworthy Programs/
Activities to Eliminate/Needs
to Assess.

Development of the curriculum was mandated; therefore, Stage II is not applicable.

Stage III

Assess/Prioritize Needs and
Establish Objectives.

The coordinator of health education consulted the literature, and talked with teachers, other administrators, and consultants as part of the needs assessment process.

Stage IV

Develop Action Plans/
Budget Requests.

The coordinator of health education developed an action plan based on the guidelines of the mandate and the results of the needs assessment. The action plan was based on the revision of the current Ninth Grade Health Curriculum and included a time/task responsibility plan for the revision.

Stage V

Implement Plans.

The revisions were made in the 1979 summer workshop. The curriculum was presented to the Council on Instruction and piloted this fall.

Stage VI

Evaluate/Recycle.

The evaluation component includes having consultants review the objectives and having teachers give feedback orally at a scheduled meeting and complete a questionnaire. Revisions will reflect the results of the evaluation, both of which will be presented to the Council on Instruction for recommendation.

PART III
Proposed Calendar for Cyclical Review
of Programs of the
Department of Instructional and Planning Development

YEAR	PROGRAM	DIVISION
FY 81	Early Childhood Education Foreign Languages Driver Education/Athletics Secondary Art	Academic Skills* Academic Skills Physical, Health, Driver Education and Athletics* Aesthetic Education*
FY 82	Gifted/Talented Social Studies Secondary Physical Education Secondary Music	Academic Skills Physical, Health, Driver Education and Athletics Aesthetic Education*
FY 83	Mathematics Secondary Health Education Interrelated ARTS/Instrumental Music	Academics Physical, Health, Driver Education and Athletics Aesthetic Education*
FY 84	Science Elementary Physical Education Elementary Art	Academic Skills Physical, Health, Driver Education and Athletics Aesthetic Education*
FY 85	Reading/English Language Arts Elementary Health Education Elementary Music	Academic Skills Physical, Health, Driver Education and Athletics Aesthetic Education*

*The criteria to review the programs are under development.

Division of Career and Vocational Education

The Division of Career and Vocational Education staff in response to a federal/state mandate is now conducting on-site evaluations of all MCPS vocational programs. All of these programs must be evaluated by June 1982. The focus of these program evaluations is across program areas instead of an in-depth examination of one program on a yearly basis. The findings from these on-site program evaluations and the input from continuum education, area, staff local school staff, employers, and advisory committees provide the data for assessing the relevancy and effectiveness of the career and vocational programs.

Department of Instructional Planning and Development
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

CURRICULUM AND SUPPORTING MATERIALS DEVELOPMENT
—Proposal Transmittal and Report of Pilot—

INSTRUCTIONS: Write your proposal in accordance with the guidelines on the back of this sheet and in MCPS Regulation 345-1, *Development and Approval of Curriculum and Supporting Materials*. Indicate your inclusion of the prescribed content, affix your signature, and use this as a cover sheet when submitting your proposal for the recommendations and approval indicated below, and later for the recommendations of the Council on Instruction.

If the curriculum or supporting material requires piloting, the indicated additional information needs to be included, either with the proposal or later. Guidelines are also provided on the back of this sheet for reporting the results of a pilot to the Council on Instruction.

PART I — PROPOSAL CONTENT

Proposal Title _____

Indicate coverage of topic with a "✓."

- | | |
|--|--|
| ☐ 1. Background | ☐ 4. Pilot (as needed) |
| ☐ 2. Description | ☐ A. Requirements and Intended Outcomes |
| ☐ 3. Requirements | ☐ B. Impact |

I have addressed, in the attached proposal, the content prescribed here and in MCPS Regulation 345-1.

Originator's Signature

Title and Location

Date

PART II — PROPOSAL REVIEW

1. Principal/Director (Not required for Area Office originated proposals)

☐ Recommended ☐ Not Recommended Comments:

Signature

Date

2. Area Director of Educational Services (Not required for Central Office originated proposals)

☐ Recommended ☐ Not Recommended Comments:

Signature

Date

3. Subject Coordinator

☐ Recommended ☐ Not Recommended Comments:

Signature

Date

4. Associate Superintendent For Program Development

☐ Approved ☐ Disapproved Comments:

Signature

Date

Upon approval, the proposal is assigned to the above named subject coordinator and forwarded to the Council on Instruction. If disapproved at any stage, it must be returned to the originator with comments.

DEVELOPMENT OF CURRICULUM AND SUPPORTING MATERIALS
—Prescribed Proposal Content—

1. **BACKGROUND.** What is the need for the proposed development? Where and how would it fit into the MCPS curriculum? (For example: If what is proposed is a course or unit, to what instructional scope and sequence does it belong? If supporting materials, why are existing materials not adequate? What would the proposed product supplant or add to for students? For teachers?) Include details such as proposed title, subject area, grade level(s), length, and credit.
2. **DESCRIPTION.** What content or activities would be covered? To the extent possible at this point, state the proposed instructional objectives.
3. **REQUIREMENTS OF THE REQUESTED DEVELOPMENT EFFORT.** What is the estimated budget for the development, including any instructional supplies and equipment, staff, staff training, consultants, facilities, etc.? Include any current or proposed staff assignments or program commitments which would have to be deferred for this development to take place.
4. **PILOT OF THE DEVELOPED PRODUCT(S).** Not all developed products require piloting. (See Regulation 345-1, Procedures B.3.a) and C.2.) If you see no need for a pilot, state why. (For example, the products do not represent a sufficient departure from existing ones; users will already have attained familiarity with the product in the course of developing it.) If a pilot is needed, you must complete and submit—either with your proposal or later—Parts A and B of this section.
 - A. Requirements and Intended Outcomes of the Pilot.
 - 1.) **Support**—pilot requirements regarding administration, staffing, teacher training and in-service courses, instructional materials, etc. About how many schools and classes will be needed? Any special characteristics?
 - 2.) **Process**—procedures required for the pilot, such as team teaching, interschool articulation, use of alternative school schedules, novel use of school aides, etc.
 - 3.) **Outcomes**—products of the pilot, whether on the part of students, teachers, parents or others, such as test scores, attitude measures, work samples, productivity indices, etc.
 - B. Impact of the Pilot. Note the impact of the pilot (e.g., time and other resources needed) on pupils, teachers, administrators and others. Is their work in connection with the pilot intended to replace any of their current work and procedures or add to them?
5. **REVIEW AND APPROVAL.** In considering the approval process, look particularly at pages 3-5 of Regulation 345-1. Note that a proposal originating at a school needs the signatures indicated in 1, 2, 3, and 4; one originating at an area office, the signatures in 2, 3, and 4; and one originating at a central office, the signatures in 1, 3, and 4. Developers of Proposals should consult as early in the process as possible with the appropriate subject coordinator in the Department of Instructional Planning and Development.

REPORT OF PILOT RESULTS

No special form is needed when submitting the results of a pilot to the Council on Instruction, but the information indicated below must be provided.

- A. History and Background. Give the date of the Council on Instruction (and/or other) authorization to pilot, and brief background information on the pilot (important dates, names and number of schools involved, number of students and teachers, etc.)
- B. Evaluation. Cite evidence, formal and informal, related to the achievement of each of the following aspects of the pilot:
 - 1.) Whether the pilot was supported as planned.
 - 2.) Whether the stated procedures were implemented and how they worked.
 - 3.) What the outcomes were and how they relate to any standards or criteria for them.
 - 4.) Whether the impact of the pilot on personnel and procedures was as planned. Include under each the strengths and the weaknesses indicated by the pilot.
- C. Conclusions. Has the pilot shown that the materials, course, unit, projects, etc. is ready for full implementation, i.e., has it been substantially successful, is it replicable, and is each category of required school system support available? In connection with the last part of this question, what determinations have been made about the costs of full implementation in terms of personnel, time, materials, etc. and about their availability?
- D. Recommendations. Make one or more specific recommendations based on the pilot experiences, e.g., include the course in the *Program of Studies*, extend the pilot one year, delay dissemination of the materials, do not extend the program more broadly within MCPS, etc.

MONTGOMERY COUNTY PUBLIC SCHOOLS		Regulation 345-1
Subject: DEVELOPMENT AND APPROVAL OF CURRICULUM AND SUPPORTING MATERIALS		Date of Issue: August 7, 1978
		Rescission: MCPS Regulations: 345-1, dated 4/15/64 345-2, dated 9/12/66
Preparing Office: Associate Superintendent for Program Development Department of Instructional Planning and Development		

I. PURPOSES

- A. To set forth sections of *The Public School Laws of Maryland* which assign responsibility for the preparation and approval of curriculum and supporting materials,
- B. To state the policies of the Board of Education of Montgomery County regarding the establishment of objectives and assessment measures and for citizen review of curriculum documents and instructional materials,
- C. To define terms used in this regulation, and
- D. To establish procedures for the development and approval of curriculum and supporting materials

II. POLICY

A. School Laws of Maryland

Subject to the applicable provisions of this article and the bylaws, basic policies, and guidelines established by the State Board, each county Board, on the written recommendation of the county superintendent, shall:

1. *Establish curriculum guides and courses of study for the schools under its jurisdiction, including appropriate programs of instruction or training for mentally or physically handicapped children; and*
2. *Supply printed copies of these materials to any teacher or interested citizen.*
(*The Public School Laws of Maryland, Article 77, Section 4-110**)

... The county superintendent shall prepare and recommend for adoption by the County Board:

1. *Curriculum guides;*
2. *Courses of study;*
3. *Resource material; and*
4. *Other teaching aids.*

(*The Public School Laws of Maryland, Article 77, Section 4-205***)

B. Board of Education Policy Statements

... Resolved, That the Montgomery County Public Schools are committed to establishing at the earliest feasible time instructional objectives and assessment measures for each course and unit as the basis for an informative and equitable evaluating and reporting system ...

Resolved, That these instructional objectives and assessment measures be used by teachers in preparing specific performance objectives and assessment measures ... (From Board Resolution No. 365-73, June 12, 1973, amended by Board Resolution No. 514-75, July 15, 1975)

Resolved, That curriculum materials in the process of development shall be released only to MCPS-authorized task forces or committees with the understanding that such unapproved and uncopyrighted materials shall not be further duplicated; and be it further

*Formerly Section 55

**Formerly Section 66

Resolved, That the superintendent of schools is requested to establish appropriate periodic opportunities for citizens to review and study developed curriculum documents and instructional materials upon prior application; and be it further

Resolved, That newly developed curriculum documents will be presented to the Board of Education for consideration approximately one month prior to the date on which approval will be sought and the superintendent of schools may extend this period to allow further time for citizen reaction to curriculum documents dealing with sensitive topics (From Board Resolution No. 400-73, June 18, 1973)

III. DEFINITIONS

Various terms are used in the Maryland public school laws which specify local system obligations for curricular and instructional materials. Many of these materials incorporate two aspects of instruction. Both prescribed and illustrative or suggested aspects of instruction are included in such terms as "curriculum guide," "course of study," "instructional guide," "teachers' guide," etc. "Curriculum document" is defined below as a publication setting forth the prescribed MCPS curriculum. Thus the requirements of the Maryland public school laws (see item II.A. above) are implemented when the Board of Education approves MCPS curriculum documents. All other materials, by whatever names, exist to support the prescribed aspects of instruction specified in the curriculum documents.

- A. **Curriculum** — Prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each area. The MCPS curriculum is based on *The Goals of Education* adopted by the Board of Education.
- B. **Curriculum Document** — A publication promulgating prescribed MCPS curriculum. The several sections of the *Program of Studies* contain the MCPS curriculum. Other MCPS publications which mandate instructional programs or practices have the status of curriculum documents.
- C. **Instructional Objectives** — . . . general statements of what the student should attain. These objectives are included in MCPS curriculum guides appropriate to the subject offering, grade, or age level, and represent the purposes of instruction appropriate for all students.²
- D. **Performance Objectives** — . . . specific statements of what the student should be able to do. These objectives are formulated by teachers to assist the student in the attainment of the instructional objectives in MCPS curriculum guides. Performance objectives are used for planning classroom instruction and are assigned based on a student's progress in the subject.³
- E. **Assessment Measures** — . . . indicators which are used to provide evidence of the attainment of instructional or performance objectives. The degree to which each student has attained these objectives is determined by performance on assessment measures ⁴
- F. **Course** — The basic segment of instruction for curricular and administrative purposes, developed about a related set of instructional objectives. All approved courses are included in the *Program of Studies* as either one-semester or one-year offerings.
- G. **Unit** — A segment of instruction, usually smaller than a course
- H. **Program** — A related set of instructional objectives spanning one or more grade levels or a group of courses. (The courses may be related over grades or across subject areas.) The term is used as narrowly as "the automotive mechanics program" or as broadly as "the elementary school program."

I. Supporting Materials (Curriculum Materials)

1. **Instructional Materials** — Those items, purchased or developed by MCPS, which are designed to impart information to the learner in the teaching-learning process. Instructional materials may be consumable and expendable. MCPS-developed instructional materials include such items as charts, films, filmstrips, videotapes, games, maps, models, microfilm, recordings, programmed materials, slides, specimens, worksheets, learning packets, exercises, or readings.
2. **Instructional Guides** — Written materials developed by MCPS to aid the teacher and school-based administrator in planning for one or more aspects of instruction: uses of time, published materials, equipment, or facilities; completion of forms and procedures, learning activities, etc. These written materials include curriculum guides, courses of study, bulletins, teachers' guides, resource guides, administrators' handbooks, scope and sequence charts, manuals, etc. Instructional guides support implementation of *Program of Studies*, suggesting how instructional objectives or other prescribed elements of a course or sequence may be taught and assessed.

- J. **Pilot Test** — A tryout of a program, course, or their supporting materials, usually in a small number of schools and classrooms, to determine their value and whether their prescribed aspects should be included in the *Program of Studies*.

IV. PROCEDURES

A. Proposals for the Development* of Curriculum and Supporting Materials

1. Role of the Staff of the Department of Instructional Planning and Development

The staff of the Department of Instructional Planning and Development is responsible for:

- a) Initiating proposals for the development of curriculum and supporting materials
- b) Encouraging the submission of proposals for curriculum development and instructional improvement from the schools and the community, and assisting individuals and groups in the development of ideas for further consideration
- c) Coordinating the evaluation of proposals initiated within or outside the department, employing consultant aid as needed from specialists, laypersons, and a broad base of MCPS personnel

2. Proposals Initiated Outside the Department of Instructional Planning and Development

- a) A proposal for a new or revised program or course, or for supporting material, can originate with any individual or group in the community or school system.
 - (1) Teachers, students, and parents submit their ideas through their school principal to the area director for instruction. Area personnel submit their proposals to the area associate superintendent through the area director for instruction. The area

*"Development" is used throughout this regulation to include not only the addition of new courses, units, and supporting materials but also their revision and/or rescission.

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director for instruction submits a statement of the purpose, content, instructional objectives, and relationship to the *Program of Studies* of the proposal to the coordinator of new projects, Department of Instructional Planning and Development. The department provides MCPS Form 345-36 *Proposal for Developing Curriculum or Supporting Documents*, for submitting this information and assistance in developing required specifications.

Proposals are reviewed and evaluated by appropriate subject coordinators of the Department of Instructional Planning and Development in consultation with area directors for instruction and the division directors of the department.

- (2) Departments submit their ideas through their directors, using the form provided for this purpose by the Department of Instructional Planning and Development. Personnel from other departments are encouraged to consult with the appropriate subject coordinators about a proposal.

- u) At each level, the reviewer of a proposal for curriculum development or for supporting material may ask for clarification or may counsel against pursuing the proposal further. However, unless the originator of the proposal withdraws it, the reviewers at each level of review will pass the proposal along with their comments and recommendations.

B. Development of Curriculum and Recommendations for Its Approval

1. Proposals for the development of curriculum, including development of specifications, a timetable, and budget and staff requirements, are submitted to the associate superintendent for program development for approval.
2. Proposals approved by the associate superintendent for program development are assigned to a subject coordinator and are forwarded to the Council on Instruction either at the proposal stage or following further development which the associate superintendent may request. Proposals not approved are returned to the originator with comments. Reviewers of such proposals are also notified of the disposition
3. The Council on Instruction⁴ advises the superintendent on matters pertaining to curriculum and instruction. This responsibility encompasses reviewing, evaluating, and making recommendations concerning changes in curriculum; e.g., new or revised programs or courses, including substantial changes in instructional objectives, prerequisites, content, point of view, or credit value.
 - a) In determining the need for and the extensiveness of a pilot test of new or revised programs or courses, the Council on Instruction will consider whether the proposal:
 - (1) Involves a change in the *Program of Studies* and the importance of the change
 - (2) Deals with particularly sensitive issues
 - (3) Requires a large amount of effort or expense
 - (4) Holds especially important implications for curriculum or instruction
 - b) New programs and courses generally require piloting prior to approval for inclusion in the *Program of Studies* as approved MCPS curriculum. Proposals which do not involve significant revision of the *Program of Studies* are not pilot tested unless the other three criteria in section a), items (2), (3), and (4) above indicate otherwise.

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- c) When a pilot test is recommended for new or revised curriculum, the Council on Instruction specifies the period and extent of the pilot, and a time when the results of the pilot will be reported to the council with a recommendation for further action. Before a pilot test is recommended, a plan and criteria for evaluation are worked out by the subject coordinator assigned responsibility for the pilot.
4. The chairperson presents the recommendations of the Council on Instruction to the superintendent.
5. The staff of the Department of Instructional Planning and Development, working with the Department of Management Information and Computer Services, provides codes for all approved pilots and all approved courses.

C. Development of Supporting Materials and Recommendations for Their Approval

1. Proposals for the development of supporting materials for MCPS use in supporting the *Program of Studies*, including development specifications, a timetable, and budget and staff requirements, are submitted by the Department of Instructional Planning and Development and the Department of Instructional Resources to the associate superintendent for program development for approval. Proposals not approved are returned to the originator with comments. Reviewers of such proposals are also notified of the disposition.
2. When a proposal for the development of instructional materials or guides is approved by the associate superintendent for program development, the associate superintendent assigns responsibility for coordinating that development to a coordinator in the Department of Instructional Planning and Development. The development of these materials may involve tryout and revision, the need for a tryout and its extensiveness to be determined by the criteria listed in item B.3.a) above. The materials and the program or course to which they apply may or may not be developed concurrently.
3. Administrative procedures, administrative handbooks, and other publications, when they contain fundamental changes in instruction or point of view about instruction, go to the Council on Instruction either at the proposal stage or following development. They are subject to the recommendations of the Council on Instruction, and the council's recommendations with regard to approval of the final draft are presented by the chairperson to the superintendent.
4. Supporting materials are developed under the leadership of the designated subject coordinator and when they do not contain fundamental changes in instruction go directly to the director of the Department of Instructional Resources for processing which includes the following reviews:
 - a) Approval of the supporting materials by an appropriate Evaluation and Selection Committee, employing specified criteria. (See the manual, *Evaluation and Selection of Instructional Materials and Equipment*)
 - b) Assurance of compliance with all federal, state, and local laws and policies governing the content and use of supporting materials, e.g., laws and policies regarding minority and women's rights and preservation of privacy
 - c) Assurance that all references are to supporting materials which have been approved for use in MCPS

D. Approval of Curriculum and Supporting Materials

1. The superintendent approves the distribution and use of new curriculum and the publication of locally developed supporting materials.
 - a) The superintendent submits to the Board of Education revised editions of the *Program of Studies* and other documents which prescribe instruction. The Board of Education authorizes their publication as the MCPS-approved curriculum.
 - b) Supporting materials are approved using the procedures established in the Department of Instructional Resources manual on *Evaluation and Selection of Instructional Materials and Equipment*.
2. Provisions for citizen review, including a period of at least one month for citizen reaction prior to the date on which Board of Education approval is sought for curriculum documents, are made in accordance with Board Resolution No. 400-73, adopted June 18, 1973.
3. Publication of curriculum documents and supporting materials is carried out in accordance with MCPS Regulation 202-1 *Publications and Graphic Arts Services*.
4. Schools may offer only those programs or courses approved by the superintendent for general offering or piloting, or those already in the *Program of Studies*. A school may pilot a program or course only upon being designated as a pilot school for that purpose by the subject coordinator assigned responsibility for the pilot.

FOOTNOTES

1. See MCPS Regulation 355-4 *Evaluating and Reporting Student-Progress*.
2. *Ibid.*
3. *Ibid.*
4. *Ibid.*
5. Also see MCPS Regulation 255-3 *Role and Membership of the Council on Instruction*.